DOCUMENT RESUME

ED 388 118 FL 801 084

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TITLE Workplace Literacy Program (WPL) at Chinatown Manpower Project, Inc. Final Evaluation.
INSTITUTION Chinatown Manpower Project, Inc., New York, NY.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE Aug 95
NOTE 54p.; For related documents, see ED 369 305 and FL 801 082-083.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *English (Second Language); *Evaluation Methods; *Fashion Industry; *Literacy Education; *Program Evaluation; Second Language Instruction; Staff Development
IDENTIFIERS New York (New York Chinatown); *Workplace Literacy

ABSTRACT

This document describes the procedures for and results of the external evaluation of the workplace literacy program for underemployed garment industry workers with low English skills at Chinatown Manpower Project, Inc. in Chinatown in New York City. The document describes the evaluation design and methodology as well as the evaluation results, which include results from context, input, process, and product evaluations. The evaluation concluded that the workplace literacy program continues to be planned and implemented effectively, with the most outstanding program components being program administration, curriculum development, teaching, and counseling. One recommendation raised by both program staff and students was the need for more English-as-a-Second-Language literacy training for students. Other recommendations concerned curriculum and instruction,. It was suggested that the curriculum developer should continue to develop more visual aids to support instruction, instructors should continue to work on students' pronunciation and syntax and grammar in English, and instructors should continue to give mastery quizzes. Finally, the program should work with the city of New York to upgrade the physical facility in which the program operates. Appended materials include a site visit schedule, sample curriculum, sample class schedule, sample class handout, interview questions, and the formative evaluation report. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 388 118

FINAL EVALUATION OF THE WORKPLACE LITERACY PROGRAM (WPL) AT CHINATOWN MANPOWER PROJECT, INC.

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August 1995

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I. INTRODUCTION

The purpose of this document is to describe the procedures and the results for the external evaluation of the Workplace Literacy Program for underemployed garment industry workers with low English skills (including merrow operators, seamstresses, steam pressers, thread cutters, button-hole makers, hem operators, finishers, sample makers, markers and cutters, forepersons, and office workers) at Chinatown Manpower Project, Inc. (CMP) in Chinatown in New York City. The evaluation was carried out by Joan E. Friedenberg, Ph.D., Professor of Linguistics and Director of the Center for English as a Second Language at Southern Illinois University at Carbondale. The contact person for the Workplace Literacy Program for the purpose of this evaluation was Ms. Ivy Au Tse, Program Director. The time span for this eighteen-month project was November 1, 1993 through April 30, 1995. The project was funded by the U.S. Department of Education through the Adult Education Act (National Workplace Literacy Program). The purpose of this national program, as described by the federal government, is to provide assistance for demonstration projects that teach literacy skills needed in the workplace through exemplary education partnerships between business, industry, or labor organizations and educational organizations.

The Workplace Literacy Program at CMP, in conjunction with union partner Local 23-25 (sportswear and blouses) of the International Ladies' Garment Workers' Union (ILGWU) and Continental Garment Manufacturers Association of Greater New York (CGMA), provided oral and written job-specific English skills and necessary support services to Chinese garment workers in New York City. Support services included counseling, special workshops (on work culture, stress management, job interview skills, etc.), concurrent classes for participants' children,

curriculum materials, including curriculum and assessment materials to use along with the broadcast lessons, follow-up services, and referrals to other needed support services. Instruction was provided via weekend classes at CMP, at the Brooklyn Chinese American Association (BCAA), as well as through brief garment-related English lessons broadcast during the week on Sinocast Radio. The eighteen-month project was designed to provide approximately 4.5 months (18 weeks) of instruction to 380 students, including the retained students and students at the BCAA.

A modified CIPP (Context-Input-Process-Product) Model was used as a guide in planning and conducting this evaluation. To facilitate documentation and assimilation by the reader, this report will address each component of the evaluation separately. However, results from all sections will be integrated in the conclusions and recommendations section.

II. EVALUATION DESIGN AND METHODOLOGY

The evaluation of any program should have a strong practical and theoretical model which provides the structure and guidance for implementing the evaluation. While many leaders in the field of educational program evaluation recognize that standard program evaluation models are seldom used in their entirety, the identification of a standard evaluation model to serve as a guide in conducting the evaluation is useful. The evaluation model selected for the Workplace Literacy Program at CMP is the CIPP (Context, Input, Process, Product) Model, originally developed by Daniel Stufflebeam. It is one of the most widely implemented educational evaluation models in existence.

Evaluation Model Used

A brief description of the purpose for each of the four components follows below.

(1) **Context Evaluation.** To assess the degree to which the program has defined clearly the context within which the program will operate (i.e. the need for the program).

(2) **Input evaluation.** To assess the degree to which the program's objectives and proposed procedures correspond to the program's context.

(3) **Process Evaluation.** To determine the degree to which proposed and planned procedures are being implemented and to identify any difficulties associated with the implementation of these procedures; also commonly referred to as a formative evaluation.

(4) **Product Evaluation.** To determine the degree to which program goals have been attained and to determine the final outcomes of the program. Also referred to as a summative evaluation.

Data Collection Procedures

Data were secured by the following data collection procedures:

- Examination of program documentation relevant to the evaluation, including the funding proposal, formative evaluation report, program evaluations (student and employer surveys conducted by the program internally), samples of promotional materials, recruiting and company placement records, intake and assessment materials, meeting minutes, and curriculum materials.
- On-site interviews with the project director, CMP administration, individual staff members, and a representative sample of students from each class.
- Observations of classes.
- Tour of the facilities.
- Observations of non-instructional activities, such as interpersonal relationships among staff.
- Telephone interviews with selected employers.

Data Sources

Data sources for each evaluation component are a follows.

1. **Context Evaluation**
   - Funding proposal
2. **Input Evaluation**

- Funding proposal

3. **Process Evaluation**
   - Promotional materials
   - Recruiting data
   - Intake and assessment materials
   - Curriculum materials
   - Interviews with project director, staff, and students
   - Two on-site observations of program activities and facilities
   - Student survey
   - Meeting minutes
   - Interim evaluation report
4. **Product Evaluation**
   - Post-test scores
   - Interview with project director and counselor
   - Student survey
   - Employer interviews

Evaluation Schedule

The evaluation procedures and schedule are described below. The actual site visit agendas appear in Appendix A.

A. Plan the Evaluation

- Review funding proposal and discuss evaluation with project director
- Develop evaluation questions, procedures, and schedule
- Develop data collection instruments

B. Conduct the Evaluation

- Conduct first site visit (July 1994)

- Develop draft interim report (December 1994)
- Submit to project director
- Revise, print, and submit (December 1994)
- Conduct informal data collection via telephone or mail (as-needed)
- Conduct second site visit (March 1995)
- Develop draft final report (May 1995)
- Submit to project director
- Revise, print, and submit (June 1995)
- Provide ongoing, informal technical assistance via telephone and mail, as-needed.

III. EVALUATION RESULTS

This section of the report presents answers to the evaluation questions posed for each of the four evaluation components. Results are presented by component. As was mentioned earlier, the process component will receive the most attention. Results from portions of the interim report will be incorporated, as appropriate, into this report. (The interim report in its entirety appears in the Appendices.)

Context Evaluation

The context evaluation examines how well the program has defined the context within which the program will operate (i.e. the need for the project).

Has CMP documented the need for a Workplace Literacy Program for garment workers in Metropolitan New York?

Based on the funding proposal, CMP has documented the need for ESL and literacy classes for Chinese garment workers in New York. For example, the funding proposal documents the following facts (pp. 4-5):

- During the past 10 years there was a 121.5% increase in Asians in New York City.
- Chinese immigrants supply the large majority of the labor force for the New York garment industry.
- In Manhattan's Chinatown, 71% of the residents are high school dropouts and 55% do not speak English.
- Due to language limitations, Chinese immigrants in the garment industry are unable to compete for higher paying jobs and they often stay in entry-level positions.

- Over 15,000 adults are on waiting lists for literacy classes in New York.
- Since 1988, the number of students receiving English language services at CMP has increased from 140 to 700 a year.

Input Evaluation

The input evaluation examines how well the program's objectives and procedures correspond to the context.

1. What are the project's objectives?

According to the funding proposal, the project's objectives are as follows.

#1 To further develop, validate, refine the existing WPL curriculum through more in-depth job-task analyses and input from WLP partners, workers, supervisors, and employers. In addition, a handbook on literacy competencies for garment workers will be developed and ready to be disseminated to all employers or workers who are interested in obtaining one.

#2 To provide ESL/job-related English classes to 108 adult garment workers to improve their survival English, daily usage of the language, and job-related English competency.

#3 To provide Basic Skills/Job-specific English classes to 108 adult garment workers to upgrade their job-related English competency, communication skills, and knowledge of regulations and benefits.

#4 To provide Basic Skills/Job-specific basic skills classes to 90 garment workers at the Brooklyn Chinese American Association.

#5 To retain at least 74 graduates to advance to the next level of studies.

#6 To upgrade the literacy competency level of the unemployed, laid off, and under-employed garment workers (20% of the 380 participants) and to prepare them for vocational training or jobs.

#7 To use the broadcast job-specific English lessons not only to benefit the WLP students but also to promote the WLP as well as to recruit participants. The broadcast lessons can reach a possible audience of 20,000 of which an estimated 800 will become registered listeners for tracking purposes.

#8 To provide a hot-line service for recruitment, information, and referrals.

#9 To prepare WLP students for computer-assisted instruction in the ILC and at satellite learning sites.

#10 To provide ongoing educational and vocational counseling.

#11 To make available other support services, such as Chinese and remedial English classes for participants' children when the adult learners are attending the WLP.

#12 To conduct follow-up to assess the impact of the WLP on the graduates both 90 and 180 days after completion of the program.

In addition to these 12 objectives, the program posed 9 expected outcomes:

#1 Seventy-five percent of all program participants will complete at least 50 hours of literacy training, determined by enrollment and attendance records.

#2 Seventy-five percent of the ESL participants will attain an increase of 20 points, after each 50 hour cluster of instruction, based on the *John Test.*; 60 percent of the participants who also study at the satellite learning centers will attain an additional 10-point increase at the end of the cycle.

#3 Seventy-five percent of the Basic Skills participants will attain one grade level after each 50 hour cluster of instruction, based on the Comprehensive Competencies Program Test; 60 percent of the participants who also study at the satellite learning centers will attain an additional .5 grade level at the end of the cycle.

#4 At least 25% of those eligible for promotion to higher level classes will continue to the next cycle, as determined by attendance records.

#5 At least 45% of un/underemployed participants will enter vocational training or higher education after 100 hours of instruction, as determined by letters of acceptance from institutions.

#6 At least 25% of un/underemployed participants will be placed in jobs after 100 hours of instruction, as determined by employer placement verification letters.

#7 At least 60% of the participants will achieve a score of "8" or better on the supervisor's evaluation which includes increased productivity levels, reduction in errors, and added job responsibilities, attendance and job retention.

#8 At least 60% of the participants will give themselves a score of "6" or better on the Participants Feedback forms (the score will be adjusted for cultural modesty, e.g., the "6" will be interpreted as an "8").

#9 At least 50% of the estimated 800 registered listeners of the broadcast lessons will complete the 3-module study, of which 20% (80) will become regular WLP participants.

2. Do the objectives correspond to the needs identified in the context evaluation?

These objectives correspond well to the needs documented by the program. For example, the instructional component of the program takes into consideration the fact that many of the Chinese immigrants served by the program have few or no

oral/aural English skills and, therefore, need to develop these skills either prior or concurrent to developing "literacy" skills. That is, a workplace literacy program that serves limited English proficient individuals cannot define or address literacy in its traditional, literal (i.e.. reading and writing) sense and CMP's instructional component recognizes this fact well by making available six possible levels of instruction. In the same way, the support services certainly meet the needs of this population. For example, providing classes for children makes it easier for participants with children to attend classes. In addition, providing classes via radio broadcasts allows participants to keep up during the work week. Also, providing participants with counseling helps them "navigate" the U.S. world of work. Finally, by basing the program's curriculum on an employment-based literacy audit, participants will be receiving the customized literacy training (as opposed to a generic literacy program) needed in order to advance in the garment industry.

3. Does the program design correspond to the project's objectives and does it adhere to best accepted practice in workplace literacy training?

The program design corresponds well to both the objectives and to best-accepted practice in workplace literacy instruction. As was mentioned above, the program's curriculum was based on careful and, above all, ongoing, workplace literacy audits. The program design takes into consideration carefully the needs of the workers by providing concurrent classes for children, classes scheduled during the weekends, counseling services, and necessary referrals to other community agencies and services. Also, the special workshops on U.S. workplace culture are designed to give participants more confidence at work. (Figure 1 illustrates the program design)

Figure 1: Basic Design of the Workplace Literacy Program at Chinatown Manpower Project

Months 1-2: Promotion; outreach; recruit personnel; revise curriculum; recruit and intake of participants

Months 3-18: Operate program in 3 cycles of 18 weeks each. Each cycle contains 6 levels of instruction: ESL I, ESL II, ESL III, Basic Skills I, Basic Skills II, and Basic Skills III, as well as Basic Skills/Job-specific English at the BCAA.

Process Evaluation

The process evaluation examines how well the planned procedures were implemented. Each evaluation question will be referenced with the appropriate corresponding program objective.

1. Did the program revise the existing curriculum and develop a handbook on literacy competencies for garment workers? (Objective 1)

Curriculum development and revision continues to be one of this program's strongest components. At the time of the last site visit, three more of the six proposed computerized lessons had been completed, leaving only one. In addition, the curriculum developer was working on creating curriculum for more advanced jobs within the garment industry, including more focus on general workplace skills (in addition to garment-related ESL) More materials development has taken place, including pictorial glossaries, visual aid files, and videos. The curriculum developer also found it necessary to trim some of the less necessary detail from the curriculum

and to turn narrative material into lists whenever possible because there was simply too much for most of the students to absorb. She continues to maintain and display students' work and continually monitors students' weekly quizzes, progress reports and records in order to adjust the curriculum. The curriculum developer also indicated that she continually seeks out additional material, by, for example, visiting appropriate outside agencies, such as the LAC (Literacy Assistance Center). Additionally, the program changed textbooks (from *Expressways* to *Side-by-Side*) because it was felt that the latter combines grammar and conversation better and has four levels. Finally, by the time of the site visit, the program had completed five of its six proposed computerized lessons. The topic for these five garment-related lessons include 1. Job Titles and Descriptions, 2. Men's and Women's Clothing, 3. Seasonal Clothing, 4. Parts of a Garment, and 5. Measurement and Size. The sixth lesson, in progress, focuses on Safety at Work. The basic format for each lesson includes material to read (bilingual glossaries of terms and expressions), a self-score test (matching English/Chinese, English/English, and English/pictures; Multiple choice in English; identification based on color graphics; fill in the blanks in English, and true/false in English). All instructions are bilingual, in English and Chinese. These lessons are accurate, realistic, flexible, motivating, and highly interactive. There are a few misspellings and grammar glitches, which can be corrected easily. A sample of the complete curriculum outline for the third cycle appears in the Appendices.

2. Did the program provide job-related ESL instruction to 108 garment workers, job-specific basic skills classes to 108 garment workers, and job-specific basic skills to 90 garment workers at the BCAA ? (Objectives 2, 3, and 4)

These two objectives will be addressed in terms of numbers of participants recruited, as well as quality of instruction.

Participants Recruited and Completed

Selection criteria for the WPL program were based on scores on the John Test (scoring between 20 and 70), scores on a writing sample, and the applicants' availability and commitment to attend classes.

During the first cycle of 1/8/94-5/21/94, there were 265 applicants for the program within 12 days of recruitment. A total of 219 applicants showed up to take the entrance exams and a total of 164 of those were accepted. Of the 164, 127 (72.4%) completed the entire training cycle and 58 had perfect attendance. One hundred fourteen (114) graduates (90% of 127) chose to continue. Finally, 51 graduates were selected to be retained (continued) in the following cycle.

During the second cycle (6/25/94-11/6/94), there were 251 applicants within 12 days of recruitment. A total of 211 applicants showed up to take the entrance exams of which 165 were accepted. Of those, 127 (77%) remained to complete the training cycle. Fifty-two participants had perfect attendance.

During the third cycle (12/4/94-4/16/95), there were 186 applicants within 13 days of recruitment of which 173 showed up to take the entrance exams and 116 were accepted. Of those, 90 (77.6%) completed the program. Thirty-nine participants achieved perfect attendance.

In sum, a total of 445 participants (including 82 retained participants and 91 participants at BCAA) were served, of which 344 (77% of 445) completed at least 50 hours of instruction; 227 (51% of 445) completed at least 50 hours of instruction with 1-5 absences; eight with 6-8 absences and 63 (14% of 445) dropped out. Not only is this level of interest, completion, and retention high for a WPL program, but the program served 65 more participants than the 380 originally proposed.

With regard to the 63 participants who dropped out, reasons reported for non-completion are illustrated below in Figure 2.

Figure 2: Reported Reasons for Program Non-Completion

Heavy workload	= 25	(39.7%)
Reasons unknown	= 10	(15.9%)
Returned to home country	= 8	(12.7%)
Changed job	= 5	(7.9%)
Behind in classwork	= 4	(6.4 %)
Family Problems	= 4	(6.4 %)
Pregnancy	= 3	(4.8%)
Health Problems	= 3	(4.8%)
Left area	= 1	(1.6%)

Among the 363 new participants enrolled in the second grant, 309 participants provided the details (missing forms were not available from dropouts) for computing the characteristics presented in Figure 3:

Figure 3: Characteristics of Participants in the Workplace Literacy Program at CMP

Gender:	Females = 275	(89%)	Males = 34	(11%)
Ethnic origin:	Chinese = 309	(100%)		
Areas of origin:	China = 197	(63.8%)	Hong Kong = 99	(32%)
	Vietnam = 2	(2%)	Other 11 = (Taiwan, Burma, Malaysia Venezuela)	(3.6%)
Age:	Under 20 = 1	(.3%)	21-30 = 53	(17.2%)
	31-40 = 140	(45.3%)	41-50 = 96	(31.1%)
	over 50 = 19	(6.2%)		
Marital Status:	Single = 35	(11.7%)		
	Married / children = 235	(76.1%)		

	Married / no children = 38	(12.3%)		
Duration in U.S:	1-36 mos. = 62	(20.1%)	4-7 yrs. = 86	(27.8 %)
	8-10 yrs. = 54	(17.5 %)	over 10 yrs. = 107	(34.6%)
Education:	Primary only = 81	(26.2 %)		
	Some high school = 204	(66%)		
	High School grad. = 23	(7.4) %		
	Post secondary = %	(.3%)		
Employment:	Employed = 196	(63.4%)		
	Underemployed = 32	(10.4% of those employed)		
	Unemployed = 81	(26.2%)		
Earnings:	Minimum = 22	(11.2%)		
	Min. to $5.00 / hr. = 62	(31.6%)		
	$5.00 - $6.00 / hr. = 35	(17.9%)		
	$6.00 - $7.00 / hr. = 19	(9.7%)		
	$7.00 - $8.00 / hr. = 15	(7.7 %)		
	More than $8.00 / hr. = 43	(21.9%)		

Quality of Instruction

According to the funding proposal, the ESL (I, II, and III) classes are designed for piece workers and would focus on oral / aural language development, vocabulary building, safety and survival English, workplace terminology, and simple (i.e. basic) workplace communication skills. The basic skills (I, II, III, and IV) classes would focus on reading and writing, workplace terminology, fabric types, spec. sheets, understanding garment construction processes, handling telephone inquiries and other job-related conversations, labor laws and benefits, safety language, and basic computer literacy.

During the first site visit, 5 classes were observed (ESL II, Basic Skills I, Basic Skills II, Basic Skills III, and Basic Skills IV) during the fourth week of Cycle 2. All classes were garment-related, creative and energetic. A variety of activities were employed, including choral response and repetition, dialogue memorization and recitation, role-play, hands-on activities, questioning, quizzes, demonstration, and extensive use of visual aids (videos, realia, and illustrations). In some cases, instructors did too much talking as they told students English terms instead of relying a little more on questioning. When doing the small group, hands-on measuring activity, students often became so engrossed in the measuring that they communicated with each other in Chinese. This may or may not be a concern, depending on how many other opportunities they get to communicate in English. Sometimes there was a bit too much reliance (in one or two classes) on out-dated Audio-Lingual Method (ALM) methods and not enough communicative activities. This was evidenced during some of the repetition drills when students continued to repeat the teacher's instructions or explanations, indicating that they were not thinking about what they were repeating. Some instructors seemed a bit weak in their grammar skills and in their pronunciation of English stress and intonation.

Despite these potential areas for improvement, the overall instruction seems to be effective and students remain quite motivated to learn. A random sampling of 15 students were unanimous in their strongly positive feelings about the instruction. All felt that their English had improved markedly and that they could communicate better on their jobs. Student satisfaction is also evidenced by the fact that nearly 90 percent wish to be retained.

During the second site visit, all classes from cycle 3 were observed and about 90 students were present. These classes are described below.

ESL I. The topic for his class was measurement and the particular class observed was at the computer lab doing Computerized Lesson #5 ("Measurement and sizes").

Students were actively involved while the teacher and new lab monitor went around the room providing individualized assistance. The instructor and lab monitor mentioned that it would be nice to have more computers and a larger lab facility. Nevertheless, the students were working well in pairs at each computer station. The teamwork exhibited by the instructor and lab monitor was excellent in that the lab monitor was more familiar with computers and with helping the students with the mouse while the instructor was more familiar with garment-related content. Both were bilingual.

ESL II. The topic for this class was "Problems with a Sewing Machine." Seventeen students were present. The class began with the instructor introducing me and reviewing the pronunciation of my name. To begin the topic, Lesson 11 sheet (See Appendices) was reviewed. The teacher read the problem and the students read the solution chorally. Next, the teacher reviewed terms and their meanings by using questioning and writing the terms on the board. The instructor seemed to have "fossilized" an incorrect form for WH-Questions in that she asked repeatedly, "What does mean...?" After completing her review of terms and meanings, she returned to problems and causes by reading the problem, having the students repeat the problem chorally, reading the cause/solution, and having the students repeat the cause/solution chorally. Occasionally, the instructor would ask the class, "What's the solution," after they had repeated the problem. Since there is currently so much bias against the use of much repetition in ESL instruction because of students' tendency to repeat anything they hear without thinking, I half expected the students to simply repeat, "What's the solution?" They did not, however, and were, indeed, paying close attention to the meaning of their teacher's words.

Next, the students were placed in small three-person groups to discuss sewing machine problems. They seemed to be a bit unsure about exactly what to discuss and most discussion ended up being in Chinese. This discussion activity

probably needed to be more structured. for example, the teacher could have provided exact questions to discuss (in English) or had the students generate a list of questions to discuss in English. In any event, the teacher realized quickly that the activity was a bit "loose" and cut the activity short, appropriately.

Seven randomly selected students from this class stated unanimously that the program was helping them to improve their English. They specifically liked learning about garment names, having opportunities for conversations in English, and using the computer.

ESL III. The topic for this class was closures. Sixteen students were present. The instructor first covered "buttons" (sew-through and shank). He used the chalkboard to write down the names of terms and brought in realia to help illustrate. As he listed the terms, he also created a nice graphic organizer on the board, as follows.

Closures

1. Buttons	a. Sew through buttons b. Shank buttons
2. Zippers	a. Separating b. Invisible c. Kissable d. Convertible
3. Snaps	
4. Hooks and eyes	

The instructor also infused an appropriate morphological explanation for visible/invisible. Next, the instructor attempted to use questioning, but had some difficulty in getting the students to respond. There were several possible reasons for this difficulty. In some cases, he asked unanswerable questions, such as, "Do you

know snaps?" or "What about button holes?" These would be awkward to answer in a whole-group setting. In some cases, the instructor answered his own questions instead of waiting for the group or an individual to answer. Finally, he also asked questions that were vague, such as "What else?" Overall, his questions were not structured enough to have made the use of questioning effective. In addition, he asked the class two times whether they had any questions, but did not seem to look around or wait for any responses. After completing his lesson on closures, the instructor passed out buttons, but did not assign anything in particular that the students were to do with the buttons. Also, while the class was looking at the buttons he had passed out, he showed them sample pockets that another class had made as a project and said that they, too, would have to make a project. It was unclear whether he was actually assigning such a project and what the relationship was between the pockets and the topic of closures. The class ended with the instructor asking the class to come up with other types of closures. It is notable that this instructor has increased his use of realia and other visuals (e.g. the graphic organizer) and decreased his reliance on repetition from last year and further work in how best to use visuals and questioning would also be helpful.

A random sampling of four students from this class were interviewed. All indicated that their English was improving, although one responded with ,"a little." These students indicated that they particularly like the fact that their teachers could speak both English and Chinese (and that in other places, the teachers could only speak Spanish); that it is conveniently located on Brooklyn, and that they had access to computers by coming to CMP.

Basic Skills I. The topic for this class was Attachments and accessories. Thirteen students were present. The instructor had a diagram of a sewing machine taped to the board and showed photos of accessories while asking what each was. when students did not respond, he provided alternatives by showing the names of three

attachments and letting them choose. This proved to be a very effective strategy to use. The instructor was well prepared with visuals and had the names of accessories and their functions on adhesive strips which he put on the board. Overall, the students seemed a bit too passive in this class and it might have made sense for the instructor to have let them put up and match the adhesive strips or to have let them put up either the left or the right side. The instructor had a few fairly insignificant language limitations, such as pronouncing accessories as "assessroies," stitch as "steech," and switch as "sweech."

A random sampling of 5 students from this class was interviewed. Two indicated enthusiastically the program was helping them and three characterized their improvement as "so-so." They noted that they especially like that they learn English related to their jobs and about sewing machines.

Basic Skills II. The topic for this lesson was "Parts of a Sewing Machine." The teacher brought in her own portable sewing machine in order to review the parts. She began the lesson by pointing to a part on the machine, making a complete statement (i.e. "That is a presser foot.") and having the students repeat the entire statement. Repeating complete sentences seemed artificial in that it did not represent natural conversation in English. however, as both the instructor and the students became more and more interested and focused on the actual parts of the machine, neither was concerned about the complete sentence response and the activity changed into a more natural one of just naming the parts. The instructor also infused some pronunciation and morphology appropriately, although she mispronounced accessories (as "assessories"). Next, she focused on questioning and created a graphic organizer based on their responses, as follows.

Teacher: "What's the function of a zig-zag foot?"

Students: "To sew zig-zag stitches."

Accessories/Attachments	Special Function
Straight-stitch foot & plate	To sew straight stitches
Zig-zag foot & plate	To sew zig-zag stitches
Button hole attachment	To make button holes
Zipper foot	To sew zippers onto a garment
Blind stitch hem foot	To sew blind stitches on a hem
Button foot	To sew buttons on a garment

The instructor used many other effective instructional strategies. She helped students derive meanings and definitions by giving them many examples. She infused brief grammar reviews, when appropriate (e.g. "To sew" vs. "Sew"), although she had a few fairly insignificant grammar and pronunciation limitations herself (e.g. "Who can tell me what button foot do?").

Fifteen students were present in the class and the evaluator was able to conduct a brief large-group interview with the entire class. The class enthusiastically reported significant improvements in their English and noted that their bosses also noticed these improvements. They especially liked learning garment words and dialogues, using the computers, engaging in conversation in English and the Sunday classes.

Basic Skills III. The topic of this class was job benefits. The instructor conducted a good discussion of this topic and engaged the class in some effective critical thinking. She also conducted an effective matching exercise, used a graphic organizer and showed a video. The class began with a discussion of the different types of benefits and benefits of benefits to both the employee and the employer. The

responses to this discussion were placed onto a nice graphic organizer on the board, as follows.

Benefits	Benefit to Worker	Benefit to Employer
Vacation	Relaxation	Refreshed, better worker
Life Insurance	Protect family	Keep workers in company
Health Insurance	Healthier/ pays expenses	Keep workers, don't spread disease, fewer missed days
Pd. Holidays	Money/ time off	Good citizenship, keep workers

etc.

The class ended with students practicing interviewing (about benefits) in pairs.

A random sampling of five students were interviewed from this class. All indicated that the English was improving. One mentioned that the boss noticed a difference and another mentioned feeling more confident at work. when asked what they liked best, the following items were mentioned: learning both English and job skills, learning how to communicate with co-workers, the computer, class on Sundays.

5. Did the program retain at least 74 graduates to advance to the next level of studies?

The program actually retained 82 graduates to advance to the next level of study, up to 100 hours. At the special request of the graduates, 19 of them were retained up to 150 hours. The curriculum focused on reinforcement of workplace English communicative skills, e.g. "How to Communicate with Co-workers," "How to Report Problems at Work," and "How to Communicate Effectively in a Job Interview."

6. Did the program upgrade the literacy competency level of the unemployed, laid off, and under-employed garment workers (20% of the 380 participants) and to prepare them for vocational training or jobs?

To-date, the program was able to help 81 participants to get better jobs, 8 participants to enter a pattern-making class provided by the Chinese American Planning Council (CPC) or ILGWU, 15 participants to attend garment-related courses such s pattern making and computerized grading, etc. at Fashion Institute of Technology (FIT). In addition, nine participants were also successfully referred to enter free job training programs for bookkeeping, computer and office skills offered by CMP, Professional Business Institute (PBI) and Technical Career Institute (TCI). Among the 81 participants who got better jobs, 21 of them were underemployed (earning less than $4.25/hr.), 20 of them were unemployed. For the eight participants who entered pattern-making class at either CPC or ILGWU, two of them were unemployed. Among the 15 participants studying at FIT, 3 were underemployed. In sum, the program was able to help 31 underemployed and 29 unemployed participants raise their literacy competency level and to prepare them for vocational training or jobs. It is not easy to help the participants to enter vocational training due to competitiveness. That is, our participants failed mostly because of their low English proficiency and the unavailability of time to enter a full-time job training program as they still need to work full time. The data can be updated after the 180-day follow-up for the third cycle of graduates, to be completed at the end of October.

7. Did the program use the broadcast job-specific English lessons to benefit the WLP students, promote the WLP and recruit participants, and reach a possible audience of 20,000 of which an estimated 800 were registered listeners?

With support from the Sino Radio Broadcast Corporation (also known s Sinocast Radio), the program was able to use the broadcast job-specific, bilingual

(Chinese/English) lessons from October 1992 until April 1995 to benefit the workplace literacy students, promote the program, and recruit participants. Since over 90 percent of the 500 Chinese garment factories (averaging 50 workers per factory) have installed Sinocast speakers in their factories, the program was able to reach a possible audience of 20,000 workers in New York City by broadcasting these lessons.

By the end of the second grant period, there were 807 registered listeners. Among those, 231 came from outside the New York area, including 140 from Massachusetts, 65 from Pennsylvania, 11 from Illinois, 10 from New Jersey, 3 from California, and 2 from Canada. Two booklets and cassette tapes with over 100 bilingual garment-related broadcast lessons were provided to each of the listeners.

8. Did the program provide a hot-line service for recruitment, information, and referrals?

The program has a receptionist/intake specialist who continues to operate the hot-line each afternoon. She continues to receive over 100 calls per week and is well aware of the importance of her position as the main point of contact for the program.

9. Did the program prepare WLP students for computer-assisted instruction in the ILC and at satellite learning sites?

The program had completed five of the six proposed computerized lessons by the time the site visit had taken place. These lessons are quite effective and a lab monitor and instructor work together quite effectively to assist students in the computer room. The students participated actively in using the computers to learn garment-related lessons. Before the students entered the computer room, they were given basic computer instruction in using the computer to learn ESL. Specifically, the software used is, "English on CALL," produced by McGraw Hill. The placement of CALL (Computer-Assisted Language Learning) in satellite centers within the garment district proved to be impractical and not highly supported by employers, at

this time. (Please see question #1 in this section for a more detailed description of the CALL.)

10. Did the program provide ongoing educational and vocational counseling?

The program provided ongoing educational and vocational counseling, as well as referral services by a part-time counselor, in order to help participants solve any problem that arose. The counselor always gave information on further education, such as the Super Sewer's Class at the Garment Industry Development Corporation, free job-training programs, and ESL and GED classes offered by other organizations. The counselor also conducted workshops on "How to Adjust to American Society and Work culture," Stress Management," and "How to Prepare for a Job Interview."

11. Did the program make available other support services, such as Chinese and remedial English classes for participants' children when the adult learners are attending the WLP?

The Continuing Education Program at CMP offers Chinese language, computer, and remedial English for participants' children on the weekends, an in-kind contribution from CMP. These services looked to be well used. In addition, participants' children could also attend arts programs (e.g. music, dance and drawing), provided by Chen's Dancers, located in the same building as CMP.

12. Did the program conduct follow-up to assess the impact of the WLP on the graduates both 90 and 180 days after completion of the program?

The program staff, as well as the external evaluator have conducted follow-up to determine the impact of the program on employment. As in previous years, follow-up continues to include ongoing contact with both former participants and employers.

The program continues to maintain records on issues related to former participants' employment, further studies, and general daily life. These records are

based on 90 and 180-day follow-up surveys. Follow-up contact with participants from cycle 2 (via anonymous survey) indicates that nearly 100 percent of the participants were satisfied or most satisfied with how the WPL program had helped them, with 65 percent reporting that they were most satisfied.

According to a survey of employers by CMP, nearly 100 percent indicated that they were either satisfied or most satisfied with how the WPL program had helped their employees understand garment-related English better. In addition, the external evaluator made unannounced telephone calls to a random sampling of eight employers to determine their satisfaction with the program. Five of those indicated a noticeable improvement in their participating employee's English; two indicated that they only communicate with their employees in Chinese and had no basis to judge their English, and one indicated the employee no longer was employed with their company. Of those who reported improvement, two indicated a little improvement and three indicated more significant improvement, with comments such as, " I realized that she understood better and was starting to use words she couldn't say before so I asked her about it and then she told me about her classes;" I saw her speaking to one of our truck drivers for the first time and I was surprised;" She is now the best English speaker in our department;" She is not only constantly improving, but she is an overall better employee." All employers stated that they were supportive of the program.

Product Evaluation

The product evaluation examines the outcomes of the project and whether it achieved its general goal.

1. Did 75 percent of all program participants complete at least 50 hours of literacy training?

A total of 344 out of 445 students (77%) completed at least 50 hours of the WPL program. Of these, 82 students (8 more than that proposed) have been retained.

2. Did 75 percent of the ESL participants attain an increase of 20 points on the John Test, after 50 hours of instruction?

Due to the low English proficiency of the ESL participants, 64 percent of them attained an increase of at least 20 points on the John Test, after 50 hours of instruction. Ninety-four percent of the ESL participants attained an increase of at least 10 points on the John Test. Besides the John Test, a written garment-related test was designed as a more reliable measurement of improvement of garment-related literacy skills. Nearly 90 percent of the ESL participants attained an increase of at least 20 points on the garment-related test, after 50 hours of instruction.

3. Did 75 percent of the Basic skills participants attain one grade level after 50 hours of instruction, based on the Comprehensive competencies Program Exam?

Due to the limited hours of instruction and our emphasis on teaching garment-related English to the Basic skills participants, 68 percent of the Basic Skills participant attained one grade level after each 50 hours of instruction.

4. Did at least 25 percent of those eligible for promotion to a higher level continue?

Fifty-five percent of those eligible for promotion (82 students out of 149 students with perfect attendance) continued.

5. Did 45 percent of the un/underemployed participants enter vocational or higher education after 100 hours of instruction?

The program was able to help eight participants enter a pattern-making class at either CPC or ILGWU, and 15 participants attend garment-related courses, such as computerized grading and pattern-making at FIT. Nine participants were successfully referred to enter free job training at either CMP, PBI, or TCI. Among these 32 participants, 9 of them were unemployed and 10 were underemployed. For these 19 employees, ten had been retained participants for 100 hours of instruction. The reasons for this shortfall were due to the higher level of English required by most of the current vocational training programs and the participants still need to work full-time financially, in order to survive. The data can be updated after the 180-day follow-up for the third cycle graduates to be completed at the end of October 1995.

6. Were at least 25 percent of the un/underemployed participants placed on jobs after 100 hours of instruction?

To this date, the program is in a position to help 21 underemployed and 20 unemployed participants to get back to work or get a better job. Among these 41 participants, 15 of them had been retained participants for 100 hours of instruction. The data can be updated after the 180-day follow-up for the third cycle graduates to be completed at the end of October 1995.

7. Did at least 60 percent of the participants achieve a score of 8 or better on the supervisor's evaluation?

Sixty-six percent (66%) of the participants achieved a score of 8 or better on the supervisor's evaluation. This included rating for increased productivity level, reduction in errors, and attendance.

8. Did at least 60 percent of the participants give themselves a score of 6 or better on the Participants Feedback form?

Ninety-six percent of the participants gave themselves a score of six or better on the Participant's Feedback Form. This included rating for progress in learning garment-related English, understanding more instructions in English on the job, and having a more positive attitude towards their job.

9. Did at least 50 percent of the estimated 800 registered listeners of the broadcast lessons complete the 3-module course of study and did 20 percent become regular program participants?

Instead of giving a three-module course of study to the registered listeners, booklets and tapes of the 100 broadcast lessons were distributed to the 807 registered listeners. A self-assessment was also given to the listeners to encourage their active participation and review of the booklets. Since the broadcast lessons have functioned an open-entry, open-exit program, it was difficult to track the exact number of regular participants. It is estimated that about 90 of the 363 new participants in three cycles were listeners before they had become program participants.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The Workplace Literacy Program at CMP continues to be planned and implemented quite effectively. The most obviously outstanding program components continue to be the administration, curriculum development, teaching and counseling.

The program continues to be well coordinated. Team meetings for program staff are held regularly (3-4 times per cycle) and advisory meetings, comprised of representatives from the ILGWU (International Ladies Garment Workers Union),

GIDC (Garment Industry Development Corporation), current students, shop owners, and quality controllers, are held quarterly. The advisory committee provides input on the most current trends in the garment industry (allowing CMP to revise the curriculum , as needed), as well as encouraging students to participate. In addition to holding regular meetings, staff report that the program director is readily accessible to assist with problems or concerns that might come up. As a result of this almost constant monitoring, the program has been able to make helpful adjustments when needed. It is important to note that one of the biggest challenges faced by workplace literacy programs throughout this country is the inability of the cooperating agencies (usually the workplace and the training institution) to get along. The WPL program at CMP continues to maintain positive relationships with its cooperating agencies, an effort that continues to pay off.

Curriculum development continues to be a strong factor in this program's success. First, the fact that the program allotted specific time to conduct a workplace literacy audit and to develop curriculum really paid off. Too many times, WPL programs underestimate the importance of curriculum development and planning and try to do it as they go along. CMP's curriculum truly reflects the language of the workplace (i.e. garment industry) and the curriculum developer continues to enhance, update, and revise the curriculum and instructional materials for each of the instructors at CMP. The computerized garment-related ESL lessons are outstanding and well thought out; the textbooks, and videos are effective and well selected. Teachers were unanimous in their support for the curriculum and materials provided them by the program. The only issue arising with relation to the curriculum was the need for more materials for the Brooklyn site. The program has been able to maintain a good degree of consistency and quality control through this structured curriculum.

Teaching, for the most part, continues to be excellent. Instructors emphasize vocabulary and infuse grammar points as appropriate. Instructors used a combination of techniques, including choral response, instructional games, daily quizzes, role-play, bulletin board displays by students, translation, realia and other visual aids. Again, their use of visuals, including realia, handouts, the chalkboard, and graphic organizers such as lists and charts was particularly strong. Another instructional strength was the teachers' willingness and comfort with relying on their students to clarify and confirm garment-related information and concepts, which created a healthy interdependence and boosted the confidence of the students. It was obvious that the teachers enjoyed teaching in this program and loved helping their students. They exhibited positive attitudes towards the students, the management and the program in general, enthusiasm, high energy, and dedication.

The only limitations in the instructional component noted were some English language limitations on the parts of some instructors, although not at all serious, a bit of over reliance on choral repetition, and some limitations in some instructors' use of questioning strategies.

Other services, such as counseling, Sinocast broadcasts, in-take, referrals, and follow-up were continued to be provided effectively and efficiently, as proposed. Since its inception, there has been a long waiting list to enter this program. In addition, attendance rates continue to be outstanding, something rare in workplace literacy programs that do not compensate workers for attendance. Of the 12 proposed objectives, with little exception, nearly all were met or exceeded. All in all, the WPL program at CMP continues to be a highly effective and providing a very important service to the Chinese community in New York City and throughout the U.S. (and even Canada), as well as to our economy.

Recommendations

The Workplace Literacy Program at CMP continues to function effectively and efficiently and the most important recommendation is, naturally, to continue this way. The one issue that was raised frequently by both staff and students was the desire for more and more ESL/literacy training for students, including more hours, longer cycles, and more opportunities to be retained in the program. Given the current resource limitations of the grant, such changes are probably unrealistic.

Concerning curriculum and instruction, the curriculum developer, along with staff and students, should continue to develop more and more visual aids to help support instruction, especially for the Brooklyn site. Instructors should continue to work on their students' pronunciation, and syntax/grammar in English. Instructors should continue to give regular mastery quizzes, forcing students to study regularly. As mentioned in previous evaluations, this can have the effect of more training and students should be made aware of this link (i.e. More studying on their part is actually like getting more training, which they all claim they want.).

Finally, the program should continue to work with the city of New York to upgrade the physical environment/facility in which the program operates.

APPENDICES

Schedule for Ms. Joan Friedenberg's Final Evaluation of NWLP (2nd-Grant)

3/12/95 (Sunday) - 13th week of 3rd cycle, 2nd grant

9:00 - 9:30 a.m.	Introduction by Director: Ivy Au Tse
9:30 - 9:45 a.m.	Demonstration of computerized lessons Room 504
9:45 - 10:45 a.m.	Observation of Class #218 (ESL II) Room 411 Interview students & teacher (Muriel Zhou)
10:45 - 11:45 a.m.	Observation of Class #221 (Basic Skills II - Retained 100 hours) Room 410 Interview students & teacher (Kathy Huey)
11:45 - 12:30 p.m.	Observation of Class #219 (ESL III) from Bklyn Chinese American Association site Room 508 Interview students & teacher (Joe Mok)
12:30 - 1:45 p.m.	Lunch Break
1:45 - 2:10 p.m.	Observation of Class #217 (ESL I) at Computer Room 504 Interview students & lab monitor (Jackie Au)
2:10 - 3:10 p.m.	Observation of Class #222 (Basic Skills III - Retained 150 hours) Room 410 Interview students
3:10 - 3:50 p.m.	Observation of Class #220 (Basic Skills I) from Bklyn Chinese Am. Asso. Site Room 508 Interview students
3:50 - 4:05 p.m.	Interview curriculum developer Eileen Zhang
4:05 - 4:20 p.m.	Group Discussion
4:20 - 4:30 p.m.	Wrap up (Ivy Au Tse)

NWLP 3rd-Cycle of 2nd-Grant 18-lesson Plan Period: 12/4/94 - 4/16/95
Class: #217 Level: ESL I Instructor: Muriel Zhou
By Eileen Zhang

Date	L.	Garment-related Terms (Handouts)	Listen BooK 1 Lesson	Conversation,Side By Side Bk.1(Chp)	Video	Computerized Lesson	Test & Quiz
12/4	1	Job Titles & Job Descriptions	1	1		/	Pre-test
12/11	2	Garment Making Procedures	2	2,3		/	Quiz #1
12/18	3	Men's & Women's Clothing	3	4		/	Quiz #2
1/8	4	Seasonal Clothing	4	5		/	Quiz #3
1/15	5	Names of Parts of a Garment	17,18	6		/	Quiz #4
1/22	6	Colors, Shading, Fashion & Pattern	22,23	7		/	Quiz #5
1/29	7	Measurement & Size	26,27	8		Garment related	Test I
2/5	8	Fabric Materials	32,33	9		Garment related	Quiz #6
2/12	9	Seams & Stitches	28,29	10		Garment related	Quiz #7
2/19	10	Sewing & Overlock Machines	6,11, 12	11		Garment related	Quiz #8
2/26	11	Reading Spec Sheet	51,54	12		Garment related	Quiz #9
3/5	12	Closures	41,19	13		Garment related	Quiz #10
3/12	13	Problems with a sewing machine	7,8,9	14		Garment related	Test II
3/19	14	Safety at Work	13	15		Garment related	Quiz #11
3/26	15	Health at Work	14	16		Garment related	Quiz #12
4/2	16	Post Test	/	/	/	/	/
4/9	17	Benefits & Job Seeking Skills	42	17		Graduation	/
4/16	18	Review					

Holiday List: 12/25/94 - Christmas Holiday; 1/1/95 - New Year Holiday

NWLP Class Schedule & Teaching Materials

3rd-Cycle of 2nd-Grant **Period: 12/4/94 - 4/16/95**

Class & Level	Class Hour	Student Number	Location	Teacher	Textbook & Handout
217 ESL I	Sunday 1:30-4:30 p.m.	21	CMP Room 411	Muriel Zhou	. Side by Side Book 1 . Listening Book 1 . Garment-related Terms
218 ESL II	Sunday 9:30-12:30 p.m.	21	CMP Room 411	Muriel Zhou	. Side by Side Book 2 . Listening Book 1 . Garment-related Terms
219 ESL III	Sunday 9:30-12:30 a.m.	18	Bklyn Chinese American Association (BCA)	Joe Mok	. Side by Side Book 2 . Listening Book 1 . Garment-related Terms
220 BS I (Retain-ed)	Sunday 1:30-4:30 p.m.	17	BCA	Joe Mok	. Side by Side Book 3 . Listening Book 2 . Garment-related Terms
221 BS II (Retain-ed)	Sunday 9:30-12:30 a.m.	18	CMP Room 410	Kathy Huey	. Side by Side Book 3 . Listening Book 2 . Garment-related Terms
222 BS III (Retain-ed)	Sunday 1:30-4:30 p.m.	17	CMP Room 410	Kathy Huey	. Side by Side Book 4 . Listening Book 2 . Garment-related Terms
		Total 112			

ESL II, Class #218
Rm. 411

Lesson 11 Problems with a Sewing Machine

When a machine part breaks, first call the forelady, then the mechanic.

* What's wrong with your machine?

-- My presser foot is broken.

-- My light is out.

-- My machine is jamming up.

-- My machine is dragging.

-- My machine is making a funny noise.

* What else can you say?

Problems	Causes and Solutions
-- The thread keeps breaking.	* Maybe the thread tension is too tight. Release the tension.
-- The needle keeps breaking.	* The fabric is too heavy. Change the needle.
-- The machine skips stitches.	* The thread is too heavy for the fabric. Use the right thread.
-- The machine keeps making loose stitches.	* The tension might be too loose. Adjust the tension disc.
-- The machine is not working.	* The stop motion could be loose. Check the power switch and power pedal.

CMP/WPL Site Visit Interview Schedule (3/95)

1. Review dates and cycles

2. Changes in the program (satellite centers?)

3. Updates on the #'s and locations of receivers of broadcast lessons?

Get:

- Class Schedules
- #'s of participants recruited and retained
- Participant characteristics
- Records of upgraded literacy skills
- Resumes of any new staff

Curriculum Specialist Interview

Any changes in the curriculum?

New materials?

Suggestions?

Class Observations:

Site: **Class:**

Instructor: **Topic:**

Observations:

STUDENT INTERVIEW

1. How did you hear about this program?

-

-

-

-

-

2. Is your English improving?

-

-

-

-

-

3. What do you like best about the program?

-

-

-

-

-

4. Do you have any suggestions to make the program better?

-

-

-

-

TEACHER INTERVIEW

1. Curriculum/Syllabus:

2. Materials:

3. Favorite Methods?

4. Like most about job?

5. Biggest frustration about job?

6. Suggestions for improvement?

7. Training/Support?

FORMATIVE EVALUATION OF THE WORKPLACE LITERACY PROGRAM (WPL) AT CHINATOWN MANPOWER PROJECT, INC.

Prepared for:

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Prepared for:

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Fall 1994

Introduction

The purpose of this brief report is to describe the results of the formative part of the external evaluation of the Workplace Literacy Program at Chinatown Manpower Project (CMP), Inc. The main focus of this formative evaluation is to monitor the progress of the program, not present its final outcomes.

The Workplace Literacy Program at CMP, in conjunction with union partner Local 23-25 (sportswear and blouses), provides oral and written job-specific English skills to Chinese garment workers. This instruction is provided via weekend classes at CMP and at the Brooklyn Chinese American Association (BCAA), a well as through brief garment-related English lessons broadcast during the week on Sinocast Radio.

The program is funded for 18 months and consists of three approximately eighteen-week cycles of 50 hours of instruction each. The data collection occurred during a two-day site visit (See last page for the site visit schedule) on July 23-24, 1994, during the fourth week of the second cycle. Data collection procedures consisted of face-to-face interviews with the project administration and staff, class observations, student interviews, and a review of project materials, including the funding proposal, internal evaluation results, project records, and curriculum.

Findings

Program Staff

Due to the fact that project staff must give up each weekend to teach or work in the workplace literacy program at CMP, staff are normally relieved or rotated periodically for their own benefit. This leaves the program in the position of looking for new staff periodically. Nevertheless, extremely strong and capable staff have been recruited for this program.

As reported previously, the project director has over ten years experience at CMP and has served as a counselor and job developer. Her B.A. is in psychology. Following are brief biographical statements for all new staff or staff functioning in new roles, based on a review of their resumes, as well as on interviews with the project director.

The curriculum developer has 32 years of experience in ESL teaching and curriculum development. She holds a B.A. in English Language and Literature from Beijing Foreign Language Institute and has done graduate work in ESL at Leeds University in Great Britain and at City College of New York.

The instructor of Basic Skills I has a B.A. in English Language and Literature from South China Normal University and an M. Ed. in International Education from the University of Pittsburgh. She has 16 years of ESL experience.

The Basic Skills II instructor holds a B.A. in Speech and Communications and an ESL Certificate. She has over 25 year experience in education, including two years of ESL experience.

The Basic Skills III instructor holds a B.A. and an M.A. in Economics; has had some courses in teaching ESL; and holds a K-6 elementary bilingual certificate. She has taught high school ESL for six years.

The instructor of Basic Skills IV holds a B.A. in English Literature from Taiwan and a teaching certificate in ESL from Hong Kong. He is presently working on a degree in Special Education at Hunter College and has over 15 years experience teaching high school ESL.

The ESL II teacher holds a B.A. in English Language and Literature from Xiamen University in China and an M.A. in Applied Linguistics from Great Britain. He has 30 years of teaching experience.

The part-time computer specialist holds an M.S. in Computer Science and a B.S. in Electrical Engineering. He has 11 years of programming experience, is bilingual (Chinese/English) and is thoroughly enjoying his first opportunity to apply his skills to helping the Chinese community in New York to advance and develop.

Student Recruitment and Retention

During the first cycle, there were 265 applicants for the program. A total of 164 were accepted. Of those 127 (77%) completed the entire training cycle, 58 of which had perfect attendance. Nearly 90 percent wished to continue, but there was space for only 56. During the second cycle, there were 251 applicants of which 165 were accepted. This level of interest and retention is extremely high for any workplace literacy program, but especially one that is not offered during company time.

Curriculum Development

As stated in earlier reports, outstanding curriculum planning and development have been a driving force in this program's success. The curriculum was developed based on a thorough literacy audit of the garment industry. All teachers are provided a detailed syllabus, as well as materials. Since the last

evaluation, the curriculum developer has revised the broadcast lessons to include a glossary. In addition, a 60-video garment-related library was purchased and included as an integral part of the curriculum. Finally, through a collaborative effort between the curriculum developer and a part-time computer programmer, the program is developing 6 bilingual garment-related computer-assisted-instruction (CAI) lessons, complete with graphics, audio, and self-scoring tests. The topics for these lessons include:

- Job Titles and Job Descriptions
- Men's and Women's Clothing
- Seasonal Clothing
- Names of Different Parts of a Garment
- Measurement and Size
- Safety at Work

Each lesson consists of two parts: reading material (complete with graphics, audio, and bilingual definitions of garment-related terminology) and a self-scoring test. At the time of the site visit, two of the six lessons were completed and demonstrated. These lessons proved to be innovative, motivating, and instructional. Creating CAI lessons well definitely help institutionalize garment-related ESL at CMP, as well as at other facilities throughout the United States and would seem to be an extremely wise investment of resources.

Intake and Assessment

Intake is conducted by an intake specialist who answers inquiries on the phone and in person. She helps applicants complete the application form, checks for appropriate credentials (i.e. employer's letter, union card, and social security card), and arranges for them to take the intake test which is a program-developed, assessment of garment-related language skills.

Instruction

All classes were garment-related, creative and energetic. A variety of activities were employed, including choral response and repetition, dialogue memorization and recitation, role-play, hands-on activities, questioning, quizzes, demonstration, and extensive use of visual aids (videos, realia, and illustrations). In some cases, instructors did too much talking as they told students English terms instead of relying a little more on questioning. When doing the small group, hands-on measuring activity, students often became so engrossed in the measuring that they communicated with each other in Chinese. This may or may not be a concern, depending on how many other opportunities they get to communicate in English. Sometimes there was a bit too much reliance (in one or two classes) on out-dated Audio-Lingual Method (ALM) methods and not enough communicative activities. This was evidenced during some of the repetition drills when students continued to repeat the teacher's instructions or explanations, indicating that they were not thinking about what they were repeating. Some instructors seemed a bit weak in their grammar skills and in their pronunciation of English stress and intonation.

Despite these potential areas for improvement, the overall instruction seems to be effective and students remain quite motivated to learn. A random sampling of 15 students were unanimous in their strongly positive feelings about the instruction. All felt that their English had improved markedly and that they could communicate better on their jobs. Student satisfaction is also evidenced by the fact that nearly 90 percent wish to be retained.

Coordination

The program is coordinated well. Team meetings for program staff are held regularly (3-4 times per cycle) and advisory meetings, comprised of representatives

from the ILGWU (International Ladies Garment Workers Union), GIDC (Garment Industry Development Corporation), current students, shop owners, and quality controllers, are held quarterly. The advisory committee provides input on the most current trends in the garment industry (allowing CMP to revise the curriculum , as needed), as well as encouraging students to participate.

In addition to holding regular meetings, staff report that the program director is readily accessible to assist with problems or concerns that might come up and that the curriculum is also very well organized and tightly coordinated.

Conclusions

The Workplace Literacy Program at Chinatown Manpower continues to be an effective force in the Chinatown garment community. The teaching and administrative staff are energetic, lively, and committed. The program is very well organized and run and exceptionally well attended by students, despite the fact that the long weekend hours and sometimes uncomfortably limited physical facilities require that they work under extraordinary conditions. The newly developed garment-specific CAI lessons are quite impressive and appear to be a very innovative and promising move towards institutionalizing garment-related ESL instruction at CMP.

An area to address for improvement might be some inservice training for instructors to review communicative language teaching techniques, English grammar and English pronunciation of stress and intonation. In addition, in order to be able to expand the excellent CAI lessons, it might make sense to have the computer programmer/specialist help teach some of the more advanced students and staff how to program computers so that they can be involved with continuing to develop the computerized lessons.

Site Visit Schedule for Joan Friedenberg

7/23/94 (Saturday)

9:30 - 9:45 a.m.	Brief Introduction by Director Ivy Au Tse
9:45 - 10:45 a.m.	Class Observation: Class #214 (Basic Skills II) Rm. 411
10:45 - 11:20 a.m.	1. Interview Instructor : Nancy Ann Gwon 2. Interview Students
11:20 - 11:30 a.m.	Break
11:30 - 12:30	1. Interview P/T Computer Specialist: Mr. Lin Fai 2. View Computerized Lessons: Rm. 503 3. Interview Curriculum Developer: Eileen Zhang
12:30 - 1:45	Lunch
1:30 - 2:00	Interview Director: Ivy Au Tse Wrap Up

7/24/94 (Sunday)

9:30 - 10:00 a.m.	Travel to Brooklyn
10:00 - 12:30 p.m.	Sunday morning at BCAA 1. Class Observation: Class #216 (Basic skills IV) 2. Interview Instructor, Mr. Joe Mok 3. Interview Students
12:30 - 1:00 p.m.	Travel back to CMP
1:00 - 2:00 p.m.	Lunch
2:00 - 4:30 p.m.	Class Observations and Interviews 1. Class #215 (Basic Skills III); Ms. Kathy Huey; Rm. 410 2. Class #213 (Basic skills I); Ms. Muriel Zhou; Rm. 407 3. Class #210 (ESL II); Mr. Bing Shi Tuo; Rm. 411

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